

## Grammar: changing sentence structure: a change in emphasis, or meaning?

### 1 Rewrite the sentence below from Text 3 on page 67 so that computers are no longer emphasised.

'Thanks to computers, even when we are obliged to read words, we expect them to be arranged in helpful modules, with plenty of ...'

### 2 Match each picture to one of the sentences in the following pairs.

1

- a They bought the dog, which had funny ears.
- b They bought the dog which had funny ears.

1



2



2

- a As I'd expected, he didn't have a driving licence.
- b He didn't have a driving licence as I'd expected.

1



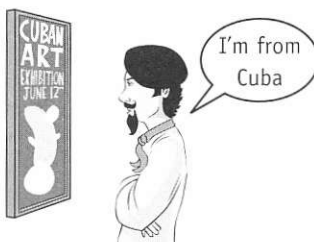
2



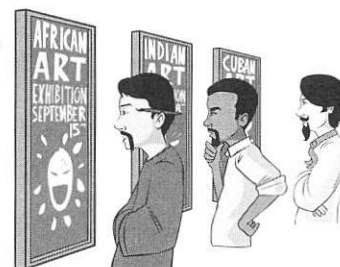
3

- a The artist, whose exhibition starts on 12 June, is from Cuba.
- b The artist whose exhibition starts on 12 June is from Cuba.

1



2



### 3 Invert the word order in the sentences below to make them more emphatic.

- 1 I don't know how he manages to run six miles after a full day's work.

\_\_\_\_\_, I just don't know.

- 2 Although it may seem like an easy job, it does have its challenging aspects.

\_\_\_\_\_, it does have its challenging aspects.

- 3 This is what you should do. Buy a computer, fax machine, and printer, and work from home.

\_\_\_\_\_ a computer, fax machine and printer, and work from home.

- 4 It's quite simple. You just need to get some paper, paints, and a place to work, and start painting.

\_\_\_\_\_ get some paper, paints and a place to work, and start painting.

- 5 I've no idea where he gets his bad temper from!

\_\_\_\_\_, I've no idea!

### 4 Write the questions to the following answers.

- a \_\_\_\_\_?  
What Sarah did was steal a dress from the boutique on the corner.

- b \_\_\_\_\_?  
It was a dress that Sarah stole from the boutique on the corner.

- c \_\_\_\_\_?  
It was the boutique on the corner that Sarah stole a dress from.

- d \_\_\_\_\_?  
It was Sarah who stole a dress from the boutique on the corner.

- e \_\_\_\_\_?  
The young sales assistant saw Sarah take the dress.

- f \_\_\_\_\_?  
Sarah hid the dress inside her large, leather handbag.

Use of English: key word transformations

SPOTLIGHT CHECKLIST

PAPER 3, PART 5 Key word transformations

- Remember:
- To check for negative ideas in a sentence.
  - To check whether negative ideas need to become positive when transformed.
  - That some sentences may require inversion.
  - To check that what you have written has a similar meaning to the initial sentence.

- Practise:
- writing sentences in different ways;
  - transforming sentences using inversion, reported speech, passive etc.

- 1 PAPER 3, PART 5 For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.
- 1 You just tell him you don't want to go when he arrives.  
**ALL**  
When he arrives, \_\_\_\_\_ you don't want to go.
- 2 In his speech, the College Principal spoke highly of the third year science students who had won an award.  
**PAID**  
The College Principal \_\_\_\_\_ the award-winning third year science students in his speech.
- 3 'Harry didn't write that poem, Peter did,' said Mandy.  
**WAS**  
According to \_\_\_\_\_ who wrote the poem.
- 4 Although she is clever, she is very arrogant.  
**MAY**  
Clever \_\_\_\_\_ she's very arrogant.
- 5 I like all kinds of sweets, but my favourites are lemon sherbets.  
**MOST**  
Although I like all kinds of sweets, \_\_\_\_\_ are lemon sherbets.
- 6 If Mr Smith hadn't intervened, the boys would have seriously hurt each other.  
**BUT**  
The boys would have seriously hurt each other, \_\_\_\_\_ intervention.

- 7 I've never been so moved by an opera, and I've seen quite a few.  
**BEFORE**  
I've seen many operas, but \_\_\_\_\_ so moved by one.
- 8 The last time she spoke to her grandfather was five years ago.  
**SPOKEN**  
She \_\_\_\_\_ for five years.

Speaking: problem-solving

SPOTLIGHT EXAM GUIDANCE

PAPER 5, PART 3 Problem-solving

In this part of the interview, you and your partner talk together. The task requires you to discuss something, and then try to reach a decision. It isn't necessary to actually reach an agreement. You have four minutes for this part.

- Tips
- Make notes of useful functional language for expressing ideas, justifying, agreeing and disagreeing.
  - Avoid simply agreeing with your partner, but be able to add something.
  - Never start your conversation with 'I think this is the best picture', but evaluate all the pictures in turn before reaching a decision.

- 1 9.2 Listen to a sample Paper 5, part 3. Note down the two parts of the task the students must complete.
- First, \_\_\_\_\_
- Then, \_\_\_\_\_
- 2 Listen again, and write down some of the ways in which they ask each other questions.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 3 Write down some phrases they use to disagree with each other.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_